

**NORTH CAROLINA ALIGNMENT FOR NIH SUPPLEMENT: DOING SCIENCE: THE PROCESS OF SCIENTIFIC INQUIRY**

<b>Doing Science: The Process of Scientific Inquiry</b>		
<b>North Carolina Standard Course of Study – Science: Grades 6, 7, 8</b>		
<b>Lesson</b>	<b>Competency Goal</b>	<b>Description</b>
<b>All lessons</b>	<b>1.01</b>	Identify and create questions and hypotheses that can be answered through scientific investigations.
<b>All lessons</b>	<b>1.02</b>	Develop appropriate experimental procedures for: given questions and student generated questions.
<b>1, 3</b>	<b>1.03</b>	Apply safety procedures in the laboratory and in field studies: recognize potential hazards, manipulate materials and equipment, and conduct appropriate procedures.
<b>All lessons</b>	<b>1.04</b>	Analyze variables in scientific investigations: identify dependent and independent, use of a control, manipulate, describe relationships between, and define operationally.
<b>All lessons</b>	<b>1.05</b>	Analyze evidence to: explain observations, make inferences and predictions, and develop the relationship between evidence and explanation.
<b>3, 4</b>	<b>1.06</b>	Use mathematics to gather, organize, and present quantitative data resulting from scientific investigations: measurement, analysis of data, graphing, and prediction models.
<b>1, 3, 4</b>	<b>1.07</b>	Prepare models and/or computer simulations to: test hypotheses and evaluate how data fit.
<b>All lessons</b>	<b>1.08</b>	Use oral and written language to: communicate findings and defend conclusions of scientific investigations.
<b>3, 4</b>	<b>1.09</b>	Use technologies and information systems to: research, gather and analyze data, visualize data, and disseminate findings to others.
<b>4</b>	<b>1.10</b>	Analyze and evaluate information from a scientifically literate viewpoint by reading, hearing, and/or viewing: scientific text, articles, and events in the popular press.
<b>3, 4</b>	<b>4.05</b>	Analyze how an imbalance in homeostasis may result from a disruption in any human system. (7)
<b>3, 4</b>	<b>7.03</b>	Analyze data to determine trends or patterns to determine how an infectious disease may spread including: carriers, vectors, and conditions conducive to disease, and calculate reproductive potential of bacteria. (8)
<b>North Carolina Standard Course of Study – Mathematics: Grades 6, 7, 8</b>		
<b>Lesson</b>	<b>Competency Goal</b>	<b>Description</b>
<b>3, 4</b>	<b>1.01</b>	Develop and use ratios, proportions, and percents to solve problems. (7)

Source: <http://www.ncpublicschools.org/curriculum/ncscos>

All alignments are based on curriculum standards as of 08/06.

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<b>3, 4</b>	<b>1.02</b>	Develop fluency in addition, subtraction, multiplication, and division of non-negative rational numbers: analyze computational strategies, describe the effect of operations on size, estimate the results of computations, and judge the reasonableness of solutions. (7)
<b>3, 4</b>	<b>1.02</b>	Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil. (8)
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<b>3, 4</b>	<b>1.04</b>	Develop fluency in addition, subtraction, multiplication, and division of non-negative rational numbers: analyze computational strategies, describe the effect of operations on size, estimate the results of computations, and judge the reasonableness of solutions. (6)
<b>3, 4</b>	<b>1.07</b>	Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil. (6)
<b>3, 4</b>	<b>4.01</b>	Collect, organize, analyze, and display data to solve problems. (7 & 8)
<b>3, 4</b>	<b>4.05</b>	Solve problems involving two or more sets of data using appropriate statistical measures. (7)
<b>3, 4</b>	<b>4.06</b>	Design and conduct experiments or surveys to solve problems; report and analyze results. (6)
<b>3, 4</b>	<b>5.01</b>	Identify, analyze, and create linear relations, sequences, and functions using symbols, graphs, tables, diagrams, and written descriptions. (7)
<b>3, 4</b>	<b>5.04</b>	Use graphs, tables, and symbols to model and solve problems involving rates of change and ratios. (6)
<b>North Carolina Standard Course of Study – English/Language Arts: Grades 6, 7, 8</b>		
<b>Lesson</b>	<b>Competency Goal</b>	<b>Description</b>
<b>All lessons</b>	<b>1.03</b>	Interact appropriately in group settings by: listening attentively, showing empathy, contributing relevant comments connecting personal experiences to content, monitoring own understanding of the discussion and seeking clarification as needed (6), responding appropriately to comments and questions, offering personal opinions confidently without dominating, giving appropriate reasons that support opinions, soliciting and respecting another person's opinion (7), shares personal reactions to questions raised, gives reasons and cites examples from text in support of expressed opinions, and clarifies, illustrates, or expands on a response when asked to do so, and asks classmates for similar expansion. (8)
<b>All lessons</b>	<b>1.04</b>	Reflect on learning experiences by: describing personal learning growth and changes in perspective, identifying changes in self throughout the learning process, and interpreting how personal circumstances and

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		background shape interaction with text.
<b>All lessons</b>	<b>3.02</b>	Explore and analyze the problem-solution process by: studying problems and solutions within various texts and situations, utilizing the problem-solution process within various contexts/situations, constructing essays/presentations that respond to a given problem by proposing a solution that includes relevant details, and recognizing and/or creating an organizing structure appropriate to purpose, audience, and context. (7 & 8)
<b>All lessons</b>	<b>3.03</b>	Evaluate and create arguments that persuade by: understanding the importance of the engagement of audience by establishing a context, creating a persona, and otherwise developing interest, noting and/or developing a controlling idea that makes a clear and knowledgeable judgment, arranging details, reasons, and examples effectively and persuasively, anticipating and addressing reader/listener concerns and counterarguments, and recognizing and/or creating an organizing structure appropriate to purpose, audience, and context. (7 & 8)
<b>North Carolina Standard Course of Study – Healthful Living: Grades 6 &amp; 8</b>		
<b>Lesson</b>	<b>Competency Goal</b>	<b>Description</b>
<b>All lessons</b>	<b>1.01</b>	Use a structured thinking process to make decisions and solve problems. (6)
<b>3, 4</b>	<b>2.01</b>	Differentiate between communicable and chronic diseases. (6)
<b>4</b>	<b>2.02</b>	Identify the modes of transmission and methods for reducing the transmission of common communicable diseases. (6)
<b>All lessons</b>	<b>3.02</b>	Demonstrate effective verbal and nonverbal communication skills. (6)
<b>All lessons</b>	<b>10.03</b>	Utilize time effectively to complete assigned tasks. (6)
<b>All lessons</b>	<b>10.04</b>	Work cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive activities. (6 & 8)
<b>There are no applicable 7<sup>th</sup> grade Healthful Living objectives for this supplement.</b>		